

Liverpool John Moores University

Title: LEARNING BY COLLABORATION 2
Status: Definitive
Code: **5014XS** (110082)
Version Start Date: 01-08-2011

Owning School/Faculty: Liverpool School of Art & Design
Teaching School/Faculty: Liverpool School of Art & Design

| Team | Leader |
|---------------|--------|
| Martin Downie | Y |

Academic Level: FHEQ5
Credit Value: 12.00
Total Delivered Hours: 37.00
Total Learning Hours: 120
Private Study: 83

Delivery Options

Course typically offered: Semester 2

| Component | Contact Hours |
|-----------|---------------|
| Lecture | 10.000 |
| Off Site | 5.000 |
| Seminar | 15.000 |
| Workshop | 7.000 |

Grading Basis: 40 %

Assessment Details

| Category | Short Description | Description | Weighting (%) | Exam Duration |
|----------|-------------------|-------------|---------------|---------------|
| Essay | AS1 | Journal | 100.0 | |

Aims

To enable students to appraise, evaluate and operate professional collaborative practice, wherever possible with local cultural industries

Learning Outcomes

After completing the module the student should be able to:

- 1 Record and appraise professional collaborative practice through an on line journal
- 2 Evaluate WOW skills used and produce a realistic action plan for ongoing personal development
- 3 Operate a practical methodology in the pursuit of a synthesis and evaluation of collaborative practice

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

| | | | |
|-------|---|---|---|
| ESSAY | 1 | 2 | 3 |
|-------|---|---|---|

Outline Syllabus

The Learning by Collaboration 2 syllabus centres upon an action learning pedagogy, which is characterised by a greater emphasis of intellectual skills involving analysis, synthesis and evaluation. Within these contexts of work experience, placements or project based groupwork, students reflect and record their professional collaborative practice.

These are further delivered through three teaching areas; technical craft skill sets, the WOW personal development plan and interdisciplinary academic staff engagement. All combine to form vehicles of learning which are further examined in work contexts. Skill sets are structured to further explore; the languages of craft practice, associated machines, devices and tools, followed by opportunities to engage in basic and intermediary practice. Both technical and academic delivery are appropriately applied throughout these stages. Regular interdisciplinary lectures, include presentations by international artists. Frequent group seminars chaired by interdisciplinary staff, form important forums of experiential discussion. These are theme based and tackle emerging professional issues as they are identified through experiential engagement, collaborative practice and context. The online journal forms a record of documenting all learning experiences and reflection. The document is assessed at the end of the module and considers how the student has appraised, synthesized and evaluated their professional collaborative awareness through a practical methodology.

Learning Activities

Learning by Collaboration 2 builds upon reflective collaborative professional learning through either work experience, placements or project based groupwork. Within these contexts students reflect and record their professional collaborative practice. These activities are supported by craft practice skill sets, school-wide option lectures, group seminars and practitioner-led presentations. The use of the Graduate Development Centre (GDC) and further WOW skills guidance forms an important professional supportive framework to the module. This includes a realistic action plan for ongoing personal development evidenced from WOW skills derived from workshop activities. Placements and work experience may be located through GDC's associated networks.

These main vehicles of learning may be supported by design or art practice to facilitate or test learning awareness.

Regular interdisciplinary group seminars enable students to further share and discuss their developing awareness and learning.

All learning activities are appraised and evaluated to develop full understandings using an on line portfolio, which is assessed at the end of the module.

References

| | |
|------------------------|---|
| Course Material | Book |
| Author | BRYANT, J |
| Publishing Year | 2003 |
| Title | The Six Dilemmas of Collaboration Inter Organisational Relationships |
| Subtitle | |
| Edition | |
| Publisher | NetLibrary. Inc, www.netlibrary.com/urlapi.asp? |
| ISBN | |

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|------------------------|---|
| Course Material | Book |
| Author | CAMPLOY, R.W. |
| Publishing Year | 2000 |
| Title | A Professional Development, School Partnership: Conflict and Collaboration |
| Subtitle | |
| Edition | |
| Publisher | Bergin and Harvey, www.netlibrary.com/urlapi.asp? |
| ISBN | |

| | |
|------------------------|---|
| Course Material | Book |
| Author | LOWY, A |
| Publishing Year | 2001 |
| Title | Reflective Practice and Work Based Learning: a case study from Liverpool School of Art & Design |
| Subtitle | |
| Edition | |
| Publisher | JMU Learning & Teaching Press |
| ISBN | |

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|------------------------|--|
| Course Material | Book |
| Author | YOUNG ENTERPRISE |
| Publishing Year | 0 |
| Title | undefined |
| Subtitle | |
| Edition | |
| Publisher | www.youngerenterprise.org |

| | |
|-------------|--|
| ISBN | |
|-------------|--|

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|------------------------|---|
| Course Material | Book |
| Author | SHAUGHNESSY, A |
| Publishing Year | 2005 |
| Title | How to be a Graphic Designer without losing your soul |
| Subtitle | |
| Edition | |
| Publisher | London, Laurence King |
| ISBN | |

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|------------------------|------------------------------------|
| Course Material | Book |
| Author | STEVINI, B |
| Publishing Year | 1983 |
| Title | Artist Placement Group |
| Subtitle | APG, (1966-1983) |
| Edition | |
| Publisher | Aspects Magazine, Newcastle-U-Tyne |
| ISBN | |

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|------------------------|--|
| Course Material | Book |
| Author | WINTER, R |
| Publishing Year | 1989 |
| Title | Learning from Experience and Practice in Action Learning |
| Subtitle | |
| Edition | |
| Publisher | Falmer |
| ISBN | |

Notes

The module is designed to further develop and mature professional skills through an experiential action learning environment of potentially group, placement or work based learning activities. Career awareness is developed; WOW workshops help students plan their career strategy at this stage of the course.